

NCLB Forum for Higher Education
7/22/03
Criteria for Experimental Post Baccalaureate Programs 6-19-03

1. An experimental program may be approved for an annual cohort of designated candidates, for an initial period of 3 years, with the possibility of re-approval for a second three-year period if evidence of success is clear.
2. Each year, a list of the names and SSN of each candidate in the cohort will be submitted to MDE. Once submitted, the cohort cannot be increased in number and substitutions may not be made. Final recommendations regarding experimental program completers must be restricted only to candidates on this list.
3. An institution may admit and prepare candidates only in areas where the institution has a specialty program approved by the state (up to date with current standards) or a signed agreement for cooperation with an institution that has such approval and will jointly prepare and recommend the candidate.
4. Any foreign language experimental program must include candidate success on a proficiency test that incorporates performance assessment of listening, speaking (when appropriate), reading and writing and which includes elements of literature and culture, in order for the candidate to continue with **no** additional foreign language coursework normally part of the approved program. For Spanish only, passing the MTTC and institutional analysis of subscore report indicating satisfactory performance in each area, is sufficient evidence of such success. (Note: foreign languages are singled out because of concern that some older candidate preparation will have emphasized formal written text, while native speakers will have strength in oral performance, yet effective teachers need both).
5. **Each** area of endorsement based solely on previously earned credit requires a capstone course that integrates the content knowledge from a previously earned bachelor's (or higher) degree with core K-12 teaching content in that discipline and connects to learning beyond the classroom. MDE recommends that this capstone be taught in a team approach between discipline and education faculty and that this course precede the content methods course. (Example: a lab chemist seeking to teach chemistry or science should have a capstone course in science that both updates the content and connects that content with Michigan Curriculum Framework expectations).
6. Where a candidate has previously completed content courses that correspond with those required in an approved content program, an initial review of the courses with an academic or program advisor should include a counselor-guided candidate self-assessment of strengths against the most current state standards for that specialty program. Areas of recognized weakness or out-dated preparation should be the focus of student projects, assignments, and efforts in both the capstone course and methods course. The institution is responsible for evaluating eventual success of the candidate in these areas of weakness prior to recommendation of the candidate.

7. Candidates who are assigned on a long-term basis to classes in the desired area of endorsement may student teach/substitute teach under guided supervision of both the LEA and the teacher prep institution if all parties agree in writing to the criteria for such employment, observation and support, consistent with ELSMT. Please provide copies of any such agreement to the Program Preparation Unit of OPPS.
8. The success of an experimental program will be reported to MDE on an annual basis, including at least these elements:
 - MTTC scores in content compared to regular candidates;
 - student teaching reviews (summarized) compared to regular candidates;
 - retention data on candidates (and new teachers) compared to regular candidates;
 - demographic profile of candidates, compared to regular candidates;
 - evidence gathered by institution of effect of these new teachers in K-12 classroom, compared to regularly prepared new teachers, starting with student teaching evidence;
 - (*long-term planning for the following*) teacher preparation institution plans to provide some level of participation in support of these new teachers over their induction period, through electronic or other access.

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